



P-ISSN: 2394-1685  
E-ISSN: 2394-1693  
Impact Factor (ISRA): 5.38  
IJPESH 2021; 8(5): 231-236  
© 2021 IJPESH  
[www.kheljournal.com](http://www.kheljournal.com)  
Received: 08-07-2021  
Accepted: 14-08-2021

**Arnab Ghara**  
M.Phil Scholar, Department of  
Physical Education, University  
of Kalyani, Assistant Teacher  
A.H.S, Kalyani, West Bengal,  
India

**Dr. Susanta Sarkar**  
Associate Professor, Department  
of Physical Education,  
University of Kalyani, West  
Bengal, India

## Comparative study on attitude towards physical education between Bengali and English medium students in respect of parenting style

**Arnab Ghara and Dr. Susanta Sarkar**

### Abstract

The relationship between parents and children is to cherish the Physical, Emotional, Psychological and Social development of the child. A number of research reports have shown assertive effect of psycho-social perspective in individual's career selection, academic achievement and so on in his/her life span. But the influence of parental support, nourishment process and selected psychological factors on determining 'Attitude' towards physical activity as well as sports performance should be investigated contemporarily.

**Objective:** To verify how difference in board education system and 'Parenting style' affect on Psychological factor concerning Physical education & sports participation.

**Method:** The total numbers of the subjects were 350 Male School students with an age ranged 14-18 years. Among them 175 subjects belonged to Bengali medium secondary schools and rest subjects were adopted from various English medium Schools under the authority of CBSE, both from Nadia and Hooghly District. 'Parenting Style Dimension Questionnaire (PSDQ)' and 'Edgington Attitude Scale' were applied to identify Parenting style and diagnose Attitude level respectively. 't' test also conducted to observe significant difference between comparative groups.

**Results:** Significant difference noticed between all comparative groups in Attitude.

**Conclusion:** Basically English medium male Authoritarian and Permissive students were superior in Attitude in comparison to Bengali medium male students.

**Keywords:** Parenting style, Attitude, PSDQ

### Introduction

In the upbringing of family Parent play crucial role in child's life. By adjusting with various kind of environment including family, peer and society as the individual grow up he/she acquire many human and social qualities to live and lead own life. Studies regarding Sports participation and selection of career path of wards show the estimation and involvement of parenting styles.

In real life there are a lot of examples that proclaimed relation between guidance, carrier selections and achievement on the basis of academic endeavor. For e.g. — Son of Doctor become a Doctor, Son of a Teacher become a Teacher, Son of a Scientist become a Scientist and so on. In addition if we turn our view towards sports field we can also found some instances such as —former Australian Cricketer Geoff Marsh's sons Shaun and Mitch Marsh has become famous cricketer. Example can also be observed in Football Frank Lampard son of Frank SR was a renowned midfielder. Such kinds of evidence also laid in others Games and Sports also. Although it has been observed that in some cases Father achieve more fame and success in his particular sports carrier besides in some cases opposite result has also been noticed. It is not at all certain that only parents are responsible for the fact but we have to consider facilities, environment and heredity in this account. (Benasich & Brooks-Gunn, 1996)<sup>[3]</sup>. In these circumstances the components of mental makeup takes more or less vital role. Parents usually look after carefully about schooling and educational achievement of their wards, it is very common, moreover become a general phenomenon. School education system needs to be changed, based on the point of student's personal interest.

**Corresponding Author:**  
**Arnab Ghara**  
M.Phil Scholar, Department of  
Physical Education, University  
of Kalyani, Assistant Teacher  
A.H.S, Kalyani, West Bengal,  
India

Some parents bother about their child's career and generally they don't give much freedom to take decision in any matter whereas some of them give the liberty to their wards as per legitimate requirement.

In some cases parents try to make understood them why rules should follow and how to behave, these are all puts an impact on child's psycho-social domain also. It has been often seen that games and sports participation helps a child to make his self-identity and develop own personality in social setting.

From infancy to adulthood an individual always surrounded by either family or society. But the way of interaction and co-ordination with family and society through behavioral approaches evaluated on the basis of social norms. Within family parent takes the prime role to teach their wards about these approaches. How a parent introduce, nurture and guide his/her ward with cognitive, mental, behavioral and social senses as a result the ward able to make own strategies to handle psycho-social aspects, organize own career path as well as area of interest that is known as Parenting style. Diana Baumrind (1991) [12], has been commonly known as a pioneer of research over parenting styles.

Due to literature survey researcher has observed that a number of researcher (Lamborn, Mounts, Steinberg *et al.*,1992) [12] has narrated about four different types of parenting styles concept:

- Authoritarian
- Authoritative
- Permissive
- Uninvolved

#### Authoritarian Parenting

Authoritarian parents are often thought of as disciplinarians.

**Authoritative Parenting:** Authoritative parents are reasonable and nurturing, and set high, clear expectations. This style is thought to be most beneficial to children.

#### Permissive Parenting

Permissive or Indulgent parents mostly let their children do what they want, and offer limited guidance or direction. They are more like friends than parents.

#### Uninvolved Parenting

Uninvolved parents give children a lot of freedom and generally stay out of their way. No particular discipline style is utilized.

(<https://www.brighthorizons.com/family-resources/parenting-style-four-types-of-parenting>)

Parents used to pay more attention only on child's education and career counseling as a result they forgot their wards need to play for both physiological and psychological rejuvenation. In current century, students are being addicted to cell phones and android games. Prime important thing is that parent should play a role of play guide but never be a moderator. Research related to sports-psychology unveiling truth in terms of sports performance not only depends on physical aspect but also depends on psychological aspect too. Attitude, interest, emotion, mental toughness these kinds of psychological factors influence sports performance.

#### Methodology

- **Subjects-**Total 350 Male Subjects of the present study were divided in two consecutive groups along with four sub-groups. The division of selected subjects has been done only on the basis of 'Parenting style' category. All the subjects resided in both Hooghly and Nadia district. As they read in secondary level their age limit were 14-18 years.
- **Criterion measure-** Parenting style identified by 'Parenting Style Dimension Questionnaire (PSDQ)' and Edgington Attitude Scale' were applied to measure Attitude towards Physical Education and physical activity too.
- **Statistical tool used-** Mean, Standard deviation and 't'-test were computed.

#### Results and Discussion

Results of the study were presented in separated headings namely- Personal data, Parenting style data, Psychological parameters, sports participation data.

In Table-1, Mean, Standard deviation and 't'-value in *Attitude* of both comparative Bengali and English medium male Authoritarian groups has been presented.

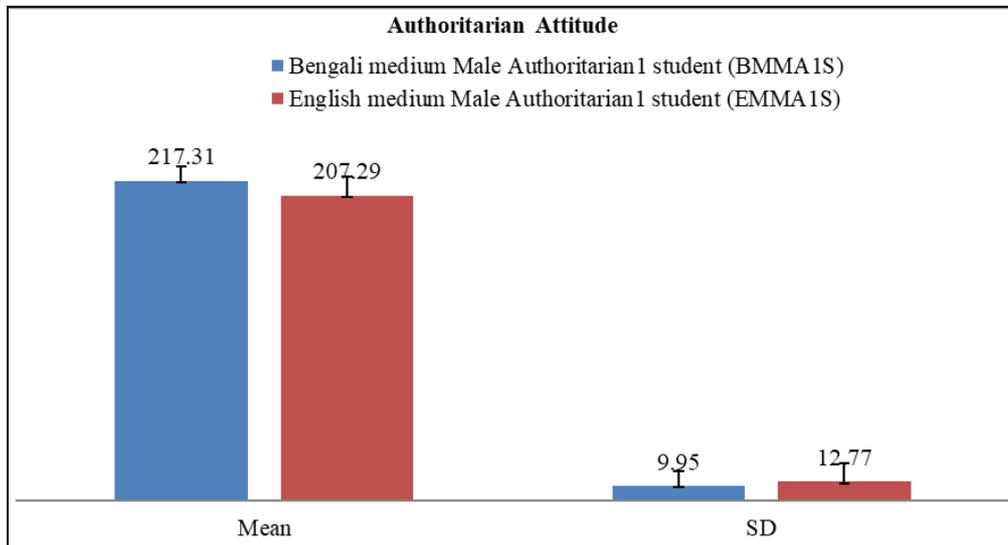
**Table 1:** Descriptive statistics of two Authoritarian groups in Attitude

Variable	Name of comparative group	Mean $\pm$ SD	't' Value
Attitude	Bengali medium Male Authoritarian <sub>1</sub> student (BMMA <sub>1</sub> S)	217.31 $\pm$ 9.95	4.06*
	English medium Male Authoritarian <sub>1</sub> student (EMMA <sub>1</sub> S)	207.29 $\pm$ 12.77	

Significant at 0.05 level ( $t_{0.0583} = 1.99$ ). The significant t- value marked as asterisk\*

Table-1, illustrate that (Mean  $\pm$ SD) of Bengali medium Male Authoritarian<sub>1</sub>student (BMMA<sub>1</sub>S) and English medium Male Authoritarian<sub>1</sub> student (EMMA<sub>1</sub>S) in Attitude were 217.31  $\pm$  9.95 & 207.29  $\pm$  12.77 respectively. 't'-test also computed which was significant at 0.05 level of confidence.

The descriptive graphical figures of Mean and Standard deviation (Mean  $\pm$  SD) in *Attitude* of both comparative Bengali and English medium male Authoritarian groups has been presented in Figure- 1



**Fig 1:** Graphical presentation of mean and SD (Mean ± SD) of BMMA<sub>1</sub>S & EMMA<sub>1</sub>S groups in Attitude

In Table 2, Mean, Standard deviation and ‘t’-value in *Attitude* of both comparative Bengali and English medium male Authoritative groups has been presented.

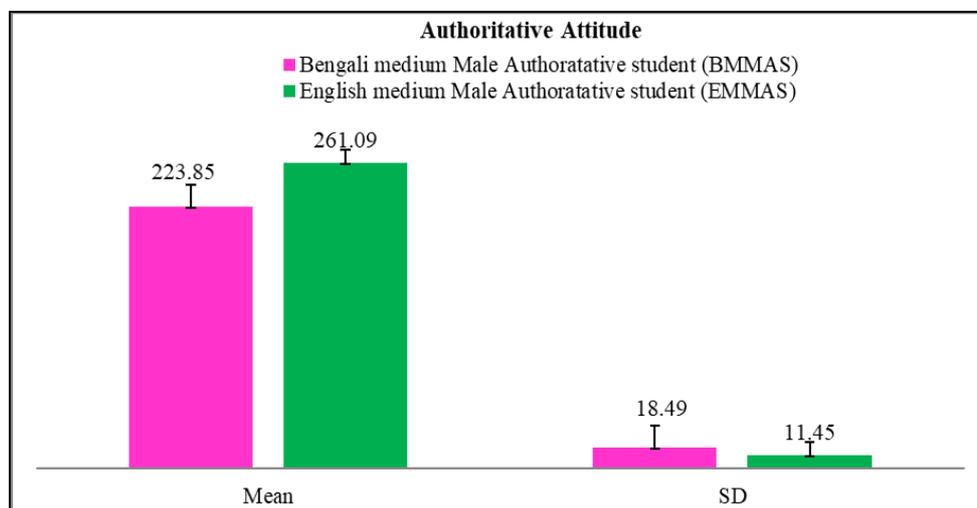
**Table 2:** Descriptive statistics of two Authoritative groups in Attitude

Variable	Name of comparative group	Mean ±SD	‘t’ Value
Attitude	Bengali medium Male Authoritative student (BMMAS)	223.85 ± 18.49	13.54*
	English medium Male Authoritative student (EMMAS)	261.09 ± 11.45	

Significant at 0.05 level ( $t_{0.05,28} = 1.98$ ) for comparative group BMMAS and EMMAS students. The significant t- value marked as asterisk\*.

From Table-2, it has been observed that, the mean and standard deviation of Bengali medium Male Authoritative student (BMMAS) and English medium Male Authoritative student (EMMAS) in Attitude were  $223.85 \pm 18.49$  &  $261.09 \pm 11.45$  respectively. ‘t’-value was calculated as 13.54; which

was significant at 0.05 level of confidence. The descriptive graphical figure of Mean and Standard deviation (Mean ± SD) in *Attitude* of both comparative Bengali and English medium male Authoritative groups has been presented in Figure- 2.



**Fig 2:** Graphical presentation of mean and SD (Mean ± SD) of BMMAS and EMMAS groups in Attitude

In Table-3, Mean, Standard deviation and ‘t’-value in *Attitude* of both comparative Bengali and English medium male Permissive groups has been presented.

**Table 3:** Descriptive statistics of two Permissive groups in Attitude

Variable	Name of comparative group	Mean ±SD	‘t’ Value
Attitude	Bengali medium Male Permissive student (BMMPS)	220.64 ± 11.70	4.34*
	English medium Male Permissive student (EMMPS)	237.18 ± 19.45	

Significant at 0.05 level ( $t_{0.05,76} = 1.99$ ) for comparative group BMMPS and EMMPS students. The significant t- value marked as asterisk\*.

Table-3, Shown that the mean and standard deviation of Bengali medium Male Permissive student (BMMPS) and English medium Male Permissive student (EMMPS) in *Attitude* were  $220.64 \pm 11.70$  &  $237.18 \pm 19.45$  respectively. Significant 't'-value (4.34\*) also observed.

The descriptive graphical figure of Mean and Standard deviation (Mean  $\pm$  SD) in *Attitude* of both comparative Bengali and English medium male Permissive groups has been presented in Figure-3.

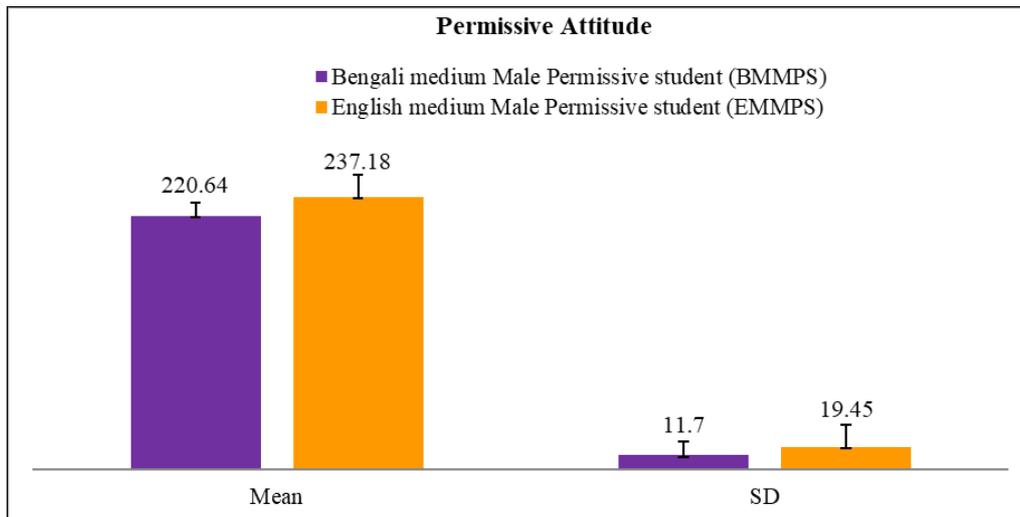


Fig 3: Graphical presentation of mean and SD (Mean  $\pm$  SD) of BMMPS and EMMPS groups in *Attitude*

In Table-4, Mean, Standard deviation and 't'-value in *Attitude* of both comparative Bengali and English medium male Uninvolved groups has been presented.

Table 4: Descriptive statistics of two Uninvolved groups in *Attitude*

Variable	Name of comparative group	Mean $\pm$ SD	't' Value
Attitude	Bengali medium Male Uninvolved student (BMMUS)	$190.48 \pm 15.82$	9.34*
	English medium Male Uninvolved student (EMMUS)	$158.38 \pm 9.87$	

Significant at 0.05 level ( $t_{0.055} = 2.01$ ), for comparative group BMMUS and EMMUS students. The significant t- value marked as asterisk\*.

Thus Table-4, illustrate that the mean and standard deviation of Bengali medium Male Uninvolved student (BMMUS) and English medium Male Uninvolved student (EMMUS) in *Attitude* were  $190.48 \pm 15.82$  &  $158.38 \pm 9.87$  respectively. Besides table comprise significant 't'-value 9.34.

The descriptive graphical figures of Mean and Standard deviation (Mean  $\pm$  SD) in *Attitude* of both comparative Bengali and English medium male uninvolved groups has been presented in Figure-4.

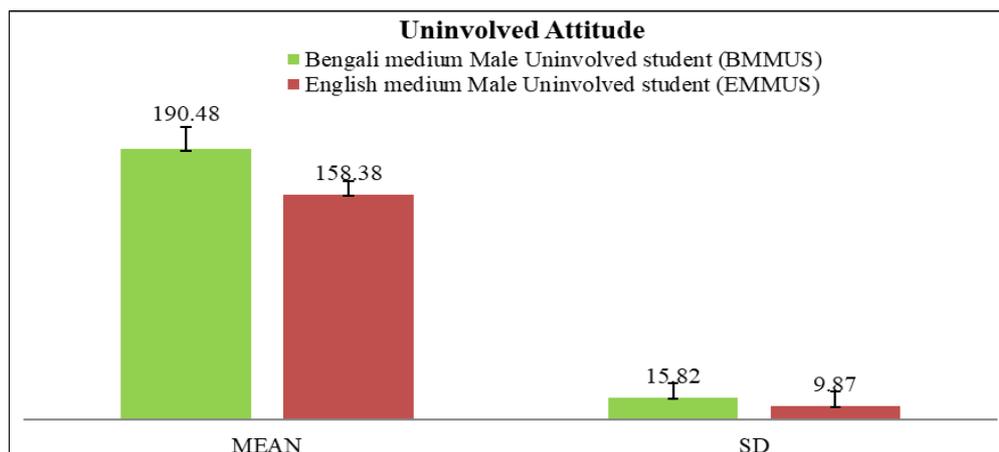
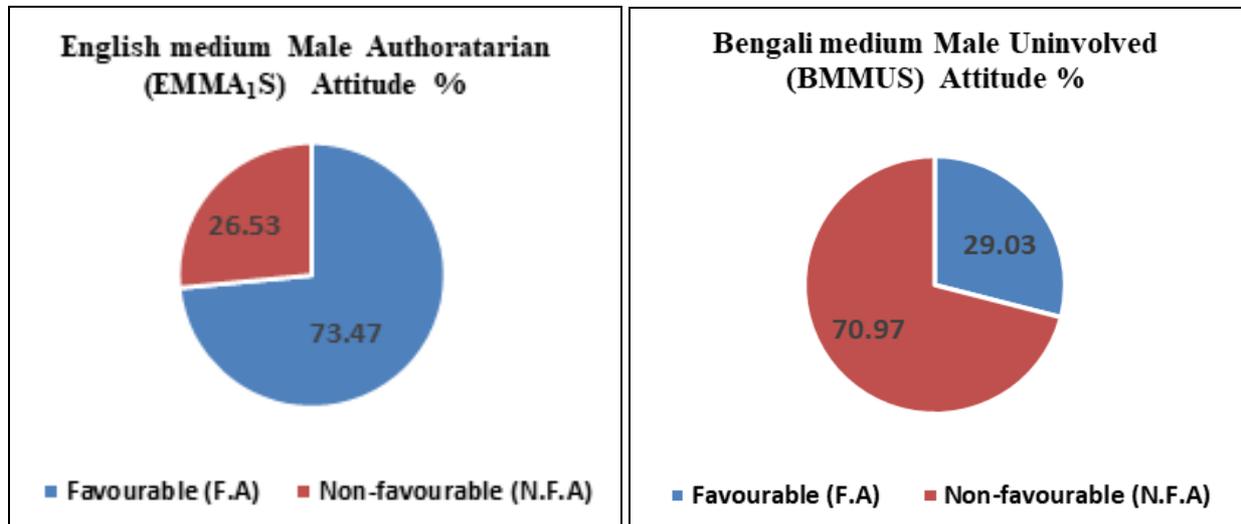


Fig 4: Graphical presentation of mean and SD (Mean  $\pm$  SD) of BMMUS & EMMUS groups in *Attitude*

Besides it has been also noticed that, in case of English Medium Male Authoritarian group (EMMA<sub>1</sub>S) and Bengali Medium Male Uninvolved group (BMMUS) a number of subjects proclaimed their opinion in terms of *Non-Favorable Attitude (N.F.A)* towards Physical Education. So, researcher intended to represent the percentile score of *Favorable Attitude (F.A)* and *Non-Favorable Attitude (N.F.A)* towards

Physical Education of both EMMA<sub>1</sub>S and BMMUS group. Descriptive graphical figures of *Favorable (F.A)* and *Non-favorable (N.F.A)* Attitude towards Physical Education of both English Medium Male Authoritarian group (EMMA<sub>1</sub>S) and Bengali Medium Male Uninvolved group (BMMUS) have been presented in Figure- 5 & 6 respectively.



**Fig 5 and 6:** Graphical presentation of Attitude % of English Medium Male Authoritarian group (EMMA<sub>1</sub>S) and Bengali Medium Male Uninvolved group (BMMUS)

### Result of Attitude

1. There was significant difference in Attitude between Bengali medium Male Authoritarian<sub>1</sub> student (BMMA<sub>1</sub>S) and English medium Male Authoritarian<sub>1</sub> student (EMMA<sub>1</sub>S).
2. Significant difference observed in Attitude between Bengali medium Male Authoritarian student (BMMAS) and English medium Male Authoritarian student (EMMAS).
3. Significant difference also found in Attitude between Bengali medium Male Authoritarian student (BMMPS) and English medium Male Authoritarian student (EMMPS).
4. Significant difference also noticed in Attitude between Bengali medium Male Authoritarian students (BMMUS) and English medium Male Authoritarian student (EMMUS).

### Discussion of result

Various researchers established positive relationship between parenting style and academic achievement (Hamid Masud, T. Ramayah, Ahmad Muhammd Shakil, 2014)<sup>[9]</sup>. This statement has also supported by Ahmad Aqeel, Muhammad Waseem Tufail & Irshad Hussain (2014)<sup>[8]</sup>. It has been seen that, Authoritative parenting style enhance self-esteem, motivation and academic excellence. (Chandler & Megan, 2006), besides Permissive parenting style also influence in academic achievement. (Mohammad Ali Besharat, Koorosh Azizi, Hamid Poursharifi (2011). In present study it has been observed that, English medium students' possess more favorable attitude towards physical education. Most of the English medium subjects' belonged to urban as well as town area of Nadia district. So, present study also support previous research work conducted by Basanangouda Laxmeshwar (2015).

### Conclusion

- a. Except Bengali (BMMUS) and English Medium Male Uninvolved group (EMMUS), subjects belonged to all others Bengali and English medium groups exposed favorable attitude towards Physical education.
- b. Basically English medium male Authoritarian and Permissive students were superior in Attitude in comparison to Bengali medium male students.

### References

1. Buri JR. Parental authority questionnaire. *Journal of Personality Assessment* 1991;57:110-119. [http://dx.doi.org/10.1207/s15327752jpa5701\\_13](http://dx.doi.org/10.1207/s15327752jpa5701_13).
2. Baumrind D. The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence* 1991;11:56-95. <http://dx.doi.org/10.1177/0272431691111004>.
3. Benasich AA, Brooks-Gunn J. Maternal attitudes and knowledge of child-rearing: Associations with family and child outcomes. *Child Development* 1996;67(3):1186-1205. <https://doi.org/10.2307/1131887>
4. Bahrami B, Dolatshahi B, Mohammad KP. Comparison of Personality among Mothers with Different Parenting Styles. *Iranian journal of psychiatry* 2018;13(3):201-207. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6178334>
5. Campbell DE. Student Attitudes toward Physical Education. *Social Psychology of Education* 2013;39(3):456-462. <https://doi.org/10.1080/10671188.1968.10616564>
6. Doron H, Sharbani A. Parental Authority Styles of Parents with Attention Deficit Disorders (ADD). *Open Journal of Social Sciences* 2013;1:43-49. <http://doi.org/10.4236/jss.2013.16009>.
7. Emagnaw AB, Hong JZ. Relationship among Parenting Styles, Prosocial Behavior and School Performance of Students Who are Attending to Grade Seven and Eight State Schools'. *American Journal of Educational Research and Reviews* ISSN: 2474-9265, 2018;32(3), <https://doi.org/10.28933/AJERR>.
8. Khan AA, Tufail MW, Hussain I. A Study on Impact of Parenting Styles and Self-esteem on Academic Achievement of Post-graduate Students. *The Sindh University Journal of Education* 2014;43:96-112. <https://sujo/old.usindh.edu.pk/index.php/SUJE/article/view/197>
9. Masud H, Thurasamy R, Ahmad MS. Parenting styles and academic achievement of young adolescents: A systematic literature review. 2014;49(6) <https://doi.org/10.1007/s11135-014-0120-x>
10. Oliveira TD, de S Costa D, Albuquerque MR, Malloy-Diniz LF, Miranda DM, de Paula JJ. Cross-cultural adaptation, validity, and reliability of the Parenting Styles and Dimensions Questionnaire-Short Version (PSDQ)

- for use in Brazil. *Brazilian Journal of Psychiatry* 2018;40(4):410-419. <https://doi.org/10.1590/1516-4446-2017-2314>
11. Rice S. Attitudes and Physical Education. *The Journal of Health and Physical Education* 2013;17(4):224-257. <https://doi.org/10.1080/23267240.1946.10627304>
  12. Steinberg L, Lamborn SD, Dornbusch SM, Darling N. Impact of Parenting Practices on Adolescent Achievement: Authoritative Parenting, School Involvement, and Encouragement to Succeed. *Society for research in Child Development* 1992;63(5):1266-1281. <https://doi.org/10.2307/1131532>, <https://www.jstor.org/stable/1131532>
  13. Tang J, Li N, Sandoval JR, Liu Y. Parenting Styles and Academic Motivation: A Sample from Chinese High Schools. *Journal of Child and Family Studies* 2018. <https://doi.org/10.1007/s10826-018-1164-7>.
  14. Zzahedani ZZ, Rezaee R, Yazdani Z, Bagheri S, Nabeiei P. The influence of parenting style on academic achievement and career path. *Journal of Advance Medicine and Education* 2016;4(3):130-134. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4927255>